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ABSTRACT

An examination of second language learning focuses on how universal cognitive processes in language learning and individual differences account for differences in language learning patterns. An introductory section gives background information suggesting that psycholinguistic factors in language learning should receive more attention for two reasons: increasing evidence that there is a critical period for language learning, and the increasing importance of meaning over form as learners age. Subsequent chapters address these issues: comprehension and production strategies in language learning; the role of memory and lexical learning; psycholinguistic processes in language use and language learning; models of language learning; a rationale for task-based instruction; implementing task-based instruction; processing perspectives on testing; research into language aptitude; issues in aptitude theory (exceptional learners and modularity); learning style; and learners, learning, and pedagogy. Contents are indexed. (Contains 366 references.) (MSE)

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